



Sociology Class Sponsors Urban Affairs Conference



Students from FSC and other participating colleges who read papers at urban conference

Approximately 150 teachers, students and interested citizens attended a seminar on urban affairs at this College on Saturday, May 4. The seminar was sponsored by Dr. Grainger Browning's sociology classes. Barbara Buckley and Bernardette Dion served as chairman and co-chairman. Mr. Donald Levitan, Deputy of the U. S. Department of Housing and Urban development presented the keynote address, commenting on housing programs.

This was followed by seminars in which papers were read by students from Fitchburg State College, University of Massachusetts in Boston, Holy Cross College, Middlesex Community College, Boston State College, Lowell State College, Mount Wachusett Community College, and Smith College.

The conference address was given by Dr. Leon Sinder, Chairman of the Department of Sociology and Anthropology at Long Island University. Dr. Sinder stated that "Cities are a brand new phenomenon in human life. Man has had to develop certain basic associations in order to live together with a minimum amount of strife. All cities share the

following general values: 1. impersonal relationships; 2. formalized association groups; 3. privacy; 4. relative mobility; and 5. social heterogeneity.

A roundtable discussion followed with the following participants: Mrs. Margaret Benton, moderator; Richard Silver, Student activist; University of Massachusetts, Boston; Mrs. Le Breau, Operation Exodus; Mrs. Mary Quinn,

Mothers Who Care, Fitchburg; Father Anthony Marteka, St. Bernard's Parish; and Arthur Roach, Massachusetts Correctional Institution, Concord.

The days events were concluded with a closing speech by Dr. Sinder in which he stated that urban problems may be solved if people really want them to be solved and aim their goals toward these problems.

Bob Audette, Logos President Women In Society For First Time

At last week's Logos Honor Society meeting, several members were welcomed. For the first time since its inception, fourteen women were initiated into the society. New officers were elected for next year.

New members of the society are: Richard Cason, Brian Gelineau, Lori'a Audette, Beverly Brown, Anne Courtney,

Linda Hansen, Linda Humphrey, Gail Kerrigan, Linda Martinek, Joan Millbury, Elaine Murphy, Sharon Neal, Diane Renard and Barbara Yule.

Bob Audette was elected president of the society. Others elected to the slate are Jim Backus, vice-president and Jim Angevine, secretary-Treasurer.

PSU Elects Slate

Pi Sigma Upsilon elected their new slate of officers at their last meeting. New officers for the year are: president, Don Drew; vice-president, Bob Morin; treasurer, Dennis Kelly; recording secretary, Rick Smith; and corresponding secretary, Bob St. Cyr.

New officers were announced at the annual spring formal on May 11, at the Framingham Motor Inn. Highlighting the evening was the announcement of the "Athlete of the Year" and "Member of the Year" awards. Dennis Kelly was named "Athlete of the Year" and Don Drew was selected as "Member of the Year".

SGA MEETING MONDAY

On the agenda for the SGA meeting Monday, was the motion to increase the percentage of Negro students accepted by the college. This follows an announcement by the state board of Higher Education that the state colleges have a very small percentage of Negroes enrolled. The Council will take steps to see that this percentage increases in the future.

Another item on the agenda was the announcement of a financial committee meeting for Tuesday. At this meeting the budget was discussed in detail.

For Spec. Ed. Research

Nineteen Receive Grants In MR Increase Due To Outstanding Work

Thirteen juniors and six sophomores have been selected by the Special Education department to receive traineeships for next year. Students granted senior traineeships are Robert Audette, Pamela Beeher, Beverly Brown, Barbara Butterfield, Andrea Driscoll, Lynda Humphrey, Joan Little, Jane McMorro, Jane Montville, Elaine O'Neil, Mary Spellman, J. Camille Vautour and Karen Zoldak.

Joanne Greene, Delores Hummel, Susan Lesage, Susan Nerney, Claire Sullivan and Gail Worthen received junior year traineeships.

Dr. Goldman, chairman of the Special Education department, stated that in 1967 only nine senior traineeships were granted. At other schools this year's number went down and in some cases, the traineeships were eliminated. He felt that the outstanding work done by past students and the college's effect on students as potential teachers in the field of mental retardation accounted for the increase in the number of grants to FSC.

Grants are made by the Department of Education through the Office for Educating the Handicapped. Students wishing to apply for the traineeships file an application with the Spec. Ed. department and are interviewed by members of the department.

Students are selected for scholarship, independence, persistence, involvement in community activities, creativity and relationship with peers. Involvement in activities relating to the retarded child are especially important.

Those who received junior year traineeships will work on a group service project. President Hammond will give direction to needs and the suggested areas of research.

Senior trainees will do individual research projects. Plans for projects are tentative at this time and will be delineated next year after some preliminary study. Dr. Goldman stressed that the main objective is to teach the students to think critically. He said that most students choose broad topics only to find that they cannot encompass the topic into their traineeship period.

SGA PICNIC TODAY

Nine buses for this afternoon's picnic will leave from in front of Thompson Hall at 12 noon. Only those students who signed up will be allowed on the buses. Over four hundred students signed up for the picnic and mystery ride.

Food will be served throughout the afternoon. Highlights of the picnic will be a band concert by the "Unconditional Surrender", a group composed of FSC students. In addition, the SGA has challenged the faculty to a softball game.

Buses will be leaving early to allow students to return for work if necessary. The remainder of the buses will return in time for the Chambers Brothers' concert at 8 p.m. in Weston Auditorium. Students who were unable to attend the picnic are welcome to the concert.

BALLOT FOR FALCON CONTEST

See Falcons on the bulletin board in the Science Building and Thompson.

Check your favorite falcon and complete the ballot. Only those ballots which are filled out accurately will be considered.

Drop the completed ballot into the KV Box
Deadline: Friday, May 17

FALCON CHOICE

A. B. C. D. E.
Name
Class Section

Cheryl Ann Nano, BPWC Recipient

Cheryl Ann Nano, '71, received the Fitchburg Business and Professional Women's club scholarship of \$200. Miss Nano plans to major in history and hopes to obtain a master's degree following graduation. She is a member of Newman club.

Cheryl was feted at the annual BPW banquet at the Old Mill Thursday, May 9 at which the presentation was made.

Words, however, are things; and the man who accords to his language the license to outrage his soul, is controlled by the words he disdains to control

Owen Meredith

EDITORIALS

WE CARE

Does anyone care? According to the response elicited by last week's editorial, several students on our campus do care. They besieged the SGA office with stormy protests of the Council's alleged lack of concern for the student body. They would gladly have gone to Salem to learn more of the background of the trustees' decision to charge an athletic fee.

Fortunately, the Council had the situation well under control as they thought necessary. Independently, they had contacted one of the area trustees and had met with him the week the announcement was first made. As a matter of fact, they were the first state college Council to do this. Anything learned at the Salem conference would only have reinforced the information they had previously garnered.

Unfortunately, many Council members misinterpreted last week's editorial. It was not a barb directed at any individual or committee. Rather, it was intended to point out one cloud in our otherwise sunny "New Day". This is the Council's policy and attitude of self-assurance.

Elected representatives should represent the views of those who elected them. The Council is composed of students elected by the student body. Therefore, it follows that the Council members should represent the student body. However, no students even knew about the athletic fee.

Certainly the responsibility of the office requires that the Council assume some self-determination. It seems that, as our elected representatives, the Council should know our views. To know them they should ask, and to answer we should know the topic. The Council cannot lead the blind. We must be informed of what the Council is doing and saying in our behalf.

We cannot expect the Council to ask for our opinions on each decision that must be made. However, when a question of such importance as an increase in expenses arises, we should be informed, if not consulted. WE CARE.

Needed: Better Communication

Our New Day has dawned. The SGA Council is enacting new and more powerful legislation on behalf of the student body. The "Kampus Vue" has been established as the campus paper. Next year looms ahead, grey and uncertain.

With its given impetus, the Council will surge ahead to bigger and better things. To maintain its status, it needed a voice to communicate with the student body.

Students' rights are being stressed and stretched. Students need an outlet for their views and opinions. They need a link with the faculty, administration and SGA Council.

"Kampus Vue" is rapidly becoming a weaker link in our chain of better communication. Fewer and fewer students are involved in the job of reporting campus events. "Kampus Vue" could provide the needed communication between the stratas of the college. With the staff dwindling, it becomes harder to cover all aspects of campus life.

Have you ever read something in the paper and thought to yourself, I could do a better job? Or perhaps you knew something that wasn't written up in the paper. If any of these thoughts ever occurred to you, you might be the person for whom we're looking. The "Kampus Vue" needs students who are concerned about their rights and want to express their views.

Staff members are needed to improve and sustain the paper. If you are interested, contact any members of the KV staff for information.

A BLACK OPINION

by HARRIET HODGES, '71

Many people at Fitchburg State College do not realize what Negroes think. They see four girls on campus and never bother to find out how they feel. I am a Negro and I'm prepared to give you my viewpoint, in other words, my Black Opinion.

I am prejudiced, one-sided, and sometimes violent. I very strongly believe in Black Power. At present my Black Power education consists of outside reading. I also attend regular meetings in Boston. Upon graduation I feel I will be best qualified to play a vital role in the Black revolution. My great admirers are Martin Luther King, Jr., H. Rap Brown, and Stokely Carmichael. Although all three of these men have different viewpoints, their ultimate goal is Black freedom.

I am angry. I am angry because I was never taught Negro history in either public school or college but white history was mandatory. I am angry because white people tell me to go back to Africa. The

Africans wouldn't accept Negroes any faster than the French or the Irish. I am angry because I'm not wanted in America, Africa, or Europe. I am angry because I have no country.

My mother and father struggled to get their diplomas and not one decent firm in Boston would hire them—solely because of their skin color. As a result both of them had to settle for second-rate jobs. Across the street where I live, a white couple with no more education than my parents have high positions, well-paid jobs. I don't hate the whites because of this. It's not the fact that I was brought up in the slums when my parents are capable of much more. I'm angry, bitter, and violent because I don't want my children to live that way. I don't want to sweat in school and then end up scrubbing floors or washing dishes like my parents. I'll fight and die if I have to, knowing that my children and their children will be free. I am not free. Not one Negro in America is free. Within ten years we will be

free or there will be no America. People say we have to give the white people time to "adjust." Adjust to what? What is so hard about treating a Negro as an equal? I have never yet met a white person who wasn't prejudiced against me in one way or another. Being a resident on campus at FSC in the New Dorm, I have encountered several examples of phony liberalism among the residents. One particular white girl claims not to be prejudiced yet she says that the NAACP is not needed in Fitchburg. She also says "some of my best friends are Negro," but when Martin Luther King, Jr., died, she couldn't see why there was a big "fuss" over his funeral. Although I live, eat, and study with these girls, I can truly say that I have never felt comfortable discussing any subject, whether it be Civil Rights, beach parties, or football games. I am often asked to go to Rollos by a group of girls. For a minute or so I participate actively in their discussion then slowly but

(Continued on Page 4)

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MEMO

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RE: Transcripts

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Ed. Note

Next week's issue of the "Kampus Vue" will be the last issue of the semester. Anyone wishing to contribute material for this final edition should submit it by Friday, May 17. Any material will be welcomed.

SADIE HAWKIN'S DANCE

Thursday, May 16
8 - 11 - Gym
Costume Required
Student ID

WED - 15

Classes End at Noon
Mystery Ride and Picnic 12 Noon
Chambers Bros. Concert
Audit.—8:00 p.m.
Alpha Phi Omega
S-206 — 8:30 p. m.
Continued Next Column

WED - 15

Esoterics
T-302 — 7:00 p.m.
Rifle and Pistol Club
S-123 — 3:00 p. m.
Outdoor Shooting
Tennis Away Keene State
Track Away Triangular Meet
Nichols College
Bridgewater State

THURS. - 16

Baseball Away Salem State
Pi Sigma Upsilon
T-304 — 7:00 p. m.
Sadie Hawkins Dance
Gym — 8:00 p. m.
Rifle and Pistol Indoor Shooting
8:00 p. m.

FRI. - 17

Industrial Arts State Conference

SAT. - 18

Tennis Away Gorham State
Industrial Arts State Conference

MON. - 19

SGA Meeting
S-123 — 6:30 p. m.
Gavaleers
S-201 — 7:00 p. m.

TUES. - 21

Kampus Vue
S-231 — 1:00 p. m.
Philos
T-202 — 7:00 p. m.
Tokalon
T-302 — 7:00 p. m.
Adelphians
T-310 — 7:30 p. m.

INTERCOLLEGIATE NEWS

Washington — The public schools in the nation's capital will send an official on a modern-day "Stanley and Livingston" tour of Africa in search of Peace Corps Volunteers to meet an expected critical shortage of teachers for the inner city classrooms.

Edward Winner, director of Washington's pioneering Cardozo project which served as a model for the National Teacher Corps, will fly to Africa in April to interview interested Peace Corps Volunteers who are completing their regular tours of service.

He said he may go on to Korea and the Philippines, but was going to Africa first because of the large number of Peace Corps teachers available there. Volunteer teachers who have served in Latin America, Asia and the Pacific will also be sought.

The District of Columbia schools have about 1,000 of their 7,000 teacher positions still unfilled for next fall. Approximately 3,500 Volunteers teaching in the 57 nations served by the Peace Corps will finish their two-year tours of service this spring and summer. About one-third of them are in Africa.

D. C. School Supt. William Manning, in announcing the unprecedented overseas mission said "most of our openings for next fall are in the inner city schools where former Peace Corps Volunteers have been so successful."

More than 100 returned Peace Corps Volunteers have already taught in Washington's Cardozo project.

Manning said he hopes to hire at least 300 returning Volunteers for next fall. "We want all we can get," he said. Peace Corps Director Jack Vaughn said his agency will help expedite the mechanics of application.

"We know a great many of our Volunteers still want to be where the action is," Vaughn said. "The interest here in the nation's capital reflects the growing demand for returning Peace Corps Volunteers in schools throughout the nation."

Last year, Philadelphia's public schools hired 175 returned Volunteers sight unseen to help meet classroom needs in its inner city.

New York State grants immediate probationary teacher certification to returned volunteer teachers. California also grants credit for Peace Corps teaching experience.

Manning said the D. C. schools will credit Peace Corps teaching as the student teaching requirement for probationary certification.

Those accepted will be hired at the three-year teacher level. The current salary at this level is \$6,370. If a proposed salary increase is approved by Con-

gress, the salary at this level will be \$7,560.

Winner said he will also seek Volunteers who have no teaching experience for the expanded Cardozo project which now has about 30 intern teachers and will have more than 140 next fall. The intern program leads to teacher certification.

Mayor Walter Washington said, "The Peace Corps Volunteers in the Cardozo project have done such a remarkable job in the past five years that we are looking for them to make a vigorous and significant contribution to our whole school system."

"Especially," the mayor added, "in the inner city schools because the Volunteers have the motivation it takes and the seasoning of two years teaching overseas."

Mayor Washington's wife, Dr. Bennetta Washington, started the Cardozo project in 1963. Her teaching staff was made up mostly of former Peace Corps Volunteers who, she said after the first year of operation, "really made education come alive for students who might not otherwise have had the opportunity."

De Kalb, Ill. (I-P.) — Faculty members at Northern Illinois University have expressed mixed emotions to the suggestion that students evaluate teachers.

Dr. James W. Merritt, professor of education and head of the Association of University Professors at Northern, feels that. "It depends upon who sets up the system — how qualified they are. I am suspicious of such systems unless they are scrutinizingly fair."

"Conceivably, it is possible, but even the most neatly devised system could merely point out a good showman — but what does he really do for his students in the long run?"

"Students aren't always good evaluators even though they have important intuitions as to what is good and who is trying to say something to them. It is good that there is public interest in such systems however."

"For too long a professor was looked upon as a 'little god.' He should be 'bothered.' It may help him to become a better teacher. My only argument is that a formal system be looked at most critically."

Political science professor Dr. P. Allan Dionisopoulos believes that "there is merit in such a proposal. Such practices work elsewhere and are of value to the teacher. There is an obvious problem of determining how valid evaluations are. If a shortcoming is frequently noted, its validity is not in doubt. To be most effective such methods of evaluation should be undertaken under circumstances in

which maximum anonymity for students is maintained."

Not so optimistic were Constance M. Wilson, history instructor, and Dr. Stephen Foster, history professor.

Miss Wilson said, "There is a gap between research and teaching at NIU. Organization is needed. At a school where I taught last year, an informal system of evaluation was set up by a group of students. It was more of a 'fun' thing — commonly known knowledge printed up in a handbook — such as 'he tells good jokes, she's boring, he gives easy tests, etc.' A similar, formal system, at the same school, I have seen fail. I believe the same thing would happen at Northern now."

She continued, "This school is in a transitional period. More and more faculty are coming from the East and West Coasts and we find that they are clashing with the midwestern atmosphere. Northern's students just aren't ready."

"I don't believe any school is ready," added Dr. Foster. "I don't believe I could have fairly evaluated a teacher when I was in graduate school."

"They tried a system of using the top 10 per cent of the student body to do the evaluation — this can't work either. In a sense then the teacher is failing 90 per cent of his students. I am not in favor of such a system."

William P. Berge, English instructor, cautioned that "A method must be determined before a goal is set. The system changes the goal."

Dr. Lucie T. Horner, professor of modern language, specified that a student could probably evaluate "teaching ability, presentation of subject matter, personality, student-teacher relationship, personal attributes such as kindness, willingness to understand his students' point of view, and willingness to give his time. However, it is unfair to evaluate his professional preparation methods and interpretation."

Long Beach, Calif. (I-P.) — A measure recently proposed to the Academic Senate at California State College at Long Beach would establish a faculty subcommittee to investigate setting up a faculty commission to review student grievances about semester grades.

"Some students occasionally feel that their course grade is affected by professor's personal bias when their grades on papers and tests during the semester are consistently higher than the course grades they receive. The students feel that their personal rights are being infringed upon if they have no effective means of appeal," according to Dennis Murray, Associated Students president.

At present, students must carry their appeals to the dean of students. The proposed commission would have no means to enforce grade

changes except through intra-faculty pressure.

"Currently, the Associated Students is seeking information from other colleges concerning their methods for reviewing grades," said Murray. "The main concern of those who feel the need for such a commission is to give the students a feeling of efficacy in this computerized campus of ours," he added.

"The Associated Students is also interested in asking that an 'ad hoc' committee of faculty members be set up to discuss the flunk-out rate of freshmen, currently about 50 per cent. The emphasis seems to be on weeding out those who haven't adapted to college academic needs rather than trying to help them, if the present rate of failing is any indication. The abilities of students aren't necessarily in a direct correlation to their freshman year GPAs," according to Murray.

Amherst, Mass (I-P.) — At the University of Massachusetts, faculty and students now have access to a new computer system of campus-wide teletype stations. The University's CDC 3600 machine is available at 24 locations — in science laboratories, in the computer science classrooms, at the School of Business Administration, the School of Education and other points.

Plans call for increasing the number of remote sites to 64 in the near future. As many as 100 or more sites can be accommodated with present equipment, according to Dr. Conrad Wogrin, computer center director.

The key advantage of the new system is that it extends to any computer user on campus the opportunity to work interactively with the CDC 3600 — to communicate directly with the machine via keyboard and to interact with it as it works, Dr. Wogrin said.

The system has been dubbed UMass — Unlimited Machine Access from Scattered Sites. Users of UMass can described their problem in any one of four computer languages: Fortran or Basic, common computer languages; Cogo, a civil engineering language; or Small, a language corresponding to the internal machine language used by computers.

Programs can be fed in by typing directly on the Teletype keyboard or by feeding previously prepared paper tape into tape recorder attached to the Teletype machine.

Access to the system is gained by typing the user's code name on the Teletype. After the machine acknowledges him, the user feeds in his program and instructs the computer to run it. If the program has errors, the machine immediately types out diagnostic comments on them. If the program is "clean" the machine

runs it and returns the results.

The UMass computer center team figures it can run up to 100 remote access points on its present system without increasing the response delay time to an uncomfortable duration.

Hot Air Balloon Regatta This Month

The first intercollegiate hot air balloon regatta is being planned for late May, 1968. Competition is for the MacArthur Trophy, a small crystal prism of Stueben Glass which is to be found submerged in a bowl of champagne when presented to the winning pilot.

How do you capture the trophy? Piloting a hot air balloon is no more difficult than racing an elephant at Ascot. This is the real thing, a fifty foot high man carrying montgolfier type hot air balloon. Events of the regatta will be:

1. Distance race, a one hour flight below 2000 feet.
2. Spot landing contest, a half mile flight toward a target.
3. Balloon hurdles, half mile over simulated obstacles.
4. Sky vault, a precision 100 foot ascent against time.

Balloons for the first regatta are to be supplied by the Aerostats, the only hot air balloon school in the world, located now in Connecticut. Balloon envelopes are made of modern nylon in a variety of vivid colors, and can be manufactured in college colors. The passenger compartment of the balloon is a traditional wicker basket which has been reinforced with nylon and steel cables. Control of the "ups and downs" of the balloon is managed by changing the temperature of the air within the balloon envelope, using an in-flight air heater which burns liquid propane carried with the balloon. With practice a good pilot can hover his balloon within inches of the ground.

How do you become a balloon pilot? The Aerostats conduct lessons which lead to the regular federal pilots license which is required; "Lighter than air, free balloon, limited to hot air balloons". Prerequisite is a medical exam by a physician designated by the Federal Aviation Administration and a student pilots license, now automatically issued when the physical is taken. Lessons are conducted in Connecticut, or by special arrangements in groups of ten on campus. Sport balloons are easily transported, sliding easily into the back of a station wagon once the envelope is rolled and stowed in its wicker basket.

Most balloon flying takes place early in the morning or late in the afternoon when winds are generally lowest. Inflation of the balloon is accomplished by using the in-flight burner to inject heated air into the horizontally deployed envelope. Inflation takes less than ten minutes and costs less than one dollar. As the balloon begins to tauten the pilot yells out, "Let go the crown" and the balloon swings upright. The pilot steps into the basket, adding more heat. Balloon takeoff is gentle, sure and stately; so gradual a process that a blindfolded passenger could not possibly tell when the machine lifted.

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Will The Cut System Kill Athletics?

In a recent article I commented upon the poor student support of athletics here at FSC. Now I shall bring to attention another agency which hampers athletics on this campus, namely, the administration. For those of you who are unaware of the present cut system of this institute, let me enlighten you. The number of cuts, or absences, one is allowed in a class depends upon the number of times a class meets each week. If a class meets 3 hours a week, one is allowed 4 cuts and on the 5th cut you are out. If a class meets 2 hours a week, one is allowed 3 cuts, and on the 4th cut one is dropped from the course.

Now let us consider the policy of unexcused and excused cuts. An excused cut is an absence due to sickness, field trips, athletic events, and enumerable other reasons which the administration consider a good excuse. If a student has a class which meets 3 hours a week and he has 4 excused cuts and 1 unexcused cut, he is out of the course. Let us consider a hypothetical case. Early in the semester a student has 3 unexcused cuts in a 3 credit course. Because of an away athletic game, he must cut 1 day of classes. If a student has a double period of that course on this particular day, he cannot go to the athletic event, because if he did, he would be dismissed from the course. This would be detrimental not only to the team, but also to the school.

It has been said "athletics and scholarship" go hand in hand, but this is not the case on this campus. Last semester, excused cuts for athletic events did not count as a cut. But this semester, for some reason, we are back on the old system. For athletics to thrive at a school, the students and school administration must be behind the athletic program. If this is not the case, athletics will die. The athletic department tries desperately to schedule games so that they interfere with classes as little as possible, and the administration should realize this. At it is, there are some teachers who understand this problem and grant so-called pardons to athletics. To these teachers athletes extend a hardy thanks. Since the academic year is almost over, let the student body and the administration turn over a new leaf next year. Let us all give the utmost support for athletics. Let us not permit athletics to die at FSC.

Gary Mitchell

ED. NOTE: A rumor has been circulated on campus to the effect that a veritable no-cut system is in effect. According to the discretion of the teacher, a dean may call a student into the office and issue a verbal warning about over-cutting. However, as far as can be determined, a student can no longer be dropped from class for over-cutting. Further details will appear in next week's paper.

Black Opinion

(Continued from Page 2)

surely my questions begin to receive short, abrupt answers and almost as if it were an unconscious act, these girls will shut me out. Much later one of the girl will say, "Harriet, why aren't you saying anything?"

I have stated that I am angry, I am violent, and I am prejudiced. Well, can you

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